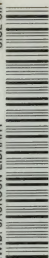


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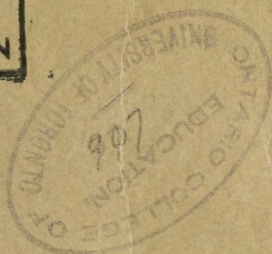
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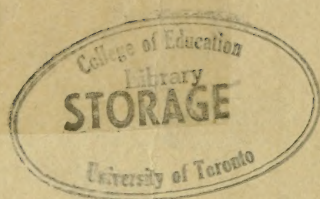
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"The most profitable thing in this world for the institution of the human life is history. Once, the continual reading thereof maketh young men equal in prudence to old men; to old fathers stricken in age it ministereth experience of things. More, it yieldeth private persons worthy of dignity, rule and governance; it compelleth the emperours, high rulers and governours to do noble deeds to the end they may obtain immortal glory; it exciteth, moveth and stirreth the strong hardy warriors, for the great laud they have after they be dead, promptly to go in hand with great and hard perils, in defence of their country; and it prohibiteth reprobable persons to do mischievous deeds, for fear of infamy and shame . . . above all things whereby man's wealth riseth special laud and praise ought to be given to history; it is the keeper of such things as have been virtuously done and the witness of evil deeds; and by the benefit of history all noble, high and virtuous acts be immortal . . . And whereas other monuments in process of time by variable chances are confused and lost; the virtue of history diffused and spread through the universal world, hath to her custos and keeper (that is to say, time) which consumeth the other writings. . . . What knowledge should we have of ancient times an history were not? Which is the light of truth, the mistress of human life, the precedent of remembrance and the messenger of antiquity."

—Froissart.

The following members of the staff of the University of Toronto collaborated in the making of this Report:—

W. S. Milner, Esq., M.A. - - Chairman
C. N. Cochrane, Esq., M.A. - - Secretary
A Grant Brown, Esq., M.A.
R. Flenley, Esq., M.A., B. Litt.
C. B. Sissons, Esq., B.A., LL.D.
G. M. Smith, Esq., M.A.
W. S. Wallace, Esq., M.A.
R. H. Williams, Esq., M.A.

Chapter 1—The Teaching of History—is the work of the Secretary.

Chapter 2—The Teaching of Civics—is the work of the Chairman. The remaining members of the Committee supplied the comments which are printed with the list of books published as the appendix.

To this Committee the National Council wishes to express its deep appreciation of the valuable service which it has rendered. With unlimited patience its members have devoted themselves to the reading of a large number of text-books, and given a great deal of time to the study of the subject under review. To Professors Milner and Cochrane the Council is particularly indebted for their respective essays on "The Teaching of Civics" and "The Teaching of History." These two essays, it is hoped, will be of general interest, not only to educationists but to the general public, and do much to stimulate interest in History as a means, to quote Dr. Boyd, "to the right ordering of our several loyalties."

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Observations on *The Teaching of History and Civics in Primary and Secondary Schools of Canada*

HISTORY

Enquiry into the subject of history teaching in Canadian schools falls naturally into two parts. It is first necessary to determine what the educational authorities expect of the subject, for if its significance in the system is wrongly apprehended, the results achieved can hardly be satisfactory. Then, if the educational authorities are found to have a clear conception of the true aims of history instruction and of the methods by which this instruction can best be imparted to school children of all ages, one should seek to discover whether the results achieved are proportionate to the time and energy expended in teaching the subject.

The answer to the first question is complicated by the fact that public education in Canada is a Provincial concern. One may therefore expect to find that the various Provincial Departments of Education differ seriously both in the amount and nature of the work which they prescribe, and also in the place which they assign to history among all the subjects of instruction that are thought worthy of a place in the general school curriculum. Nevertheless, by comparison of the regulations laid down in the different Provincial programmes, it is possible to get a general idea of the spirit with which the work is undertaken throughout the Dominion; and for the present purpose, that is sufficient.

Whether the results are satisfactory, it is unfortunately impossible to determine with any degree of assurance. University instructors are frequently startled by the ignorance of history displayed by successful matriculants who have come up to the universities. Thoughtful people throughout the country lament the lack of intelligent interest in world problems which the teaching of history should inspire. The "man in the street," who in adult years suddenly realizes how the understanding of the present depends upon a knowledge of the past, is puzzled to know why the information he got as a schoolboy had no meaning for him at the time. These different types of people are inclined, naturally enough, to blame the school-system; but their rage is blind unless they can discover what precisely in the system is wrong. It may be that they expect too much from the system. If history is just past experience, it cannot excite the deepest and most enduring interest, except in so far as it is *felt* as a complex of problems the solution of which has significance for the learner. It needed a European war to arouse much popular interest in the character and motives of international competition. In this sense, much of the material of history is permanently beyond the comprehension of any school-child. But there is also much of it which is within the grasp of at least some school-children; and certainly this suggestion is not intended as a defence of careless and dull instruction, if the

educational forces of the country can be convicted of such a crime. Again, it is possible that a very large percentage of the population even of "advanced" countries like our own simply does not possess the "historical sense." If this is the case, it is absurd to expect that they can be made to realize as school-boys, what they fail to realize as men and citizens. Enthusiasts for popular education should therefore be warned against overestimating the possibilities of any system of instruction. But seeing that the successful working of democratic government depends upon the existence of an electorate trained to some appreciation of national and international problems, and seeing that this appreciation depends very largely upon some knowledge of history, the educationalist has no alternative but to go forward in the hope that a satisfactory number of pupils may profit from the instruction given. At the same time he should constantly be alive to the possibility of improvement either in the prescriptions of work or in the methods of teaching; so that whatever the potentialities of the subject, they may be realized as fully as circumstances permit.

PROGRAMME OF STUDY IN PRIMARY AND SECONDARY SCHOOLS

Primary Schools.

At the present time, history is a compulsory subject of instruction in the Primary Schools of all the Provinces. Tuition usually begins in the IVth or Vth grade (IInd Reader). The subject is introduced in connection with geography, and the object as stated in the handbooks is to excite an interest in the social and political, no less than in the physical, environment. Accordingly, the children are first told of the local settlements; and something is done by means of selected readings and oral work to acquaint them with the lives of the great figures of universal history. Systematic instruction begins as a rule in the VIth grade (Jr. III.) and through the medium of a text book, the child makes his first effort to cover the history of Canada and the Mother Country, and (in the case of some provinces) to understand the elements of social and political life. This makes up the programme of history instruction in the common school grades.

The enquirer who would know the exact prescriptions of work in each province must consult the various handbooks of instruction issued by the different Education Departments. Without reproducing them in their entirety, it is possible to illustrate fairly the character of the work attempted by summarizing the prescription of three of the provinces, chosen because they are situated one in the East, one in the Centre, and one in the West of the Dominion.

The prescription of work in the Primary Schools of Nova Scotia is summarized from the "Manual of School Law" 1921 (pp. 167-) as follows:—

Grades I.-III.—Reading, Language, Writing and Drawing, Arithmetic, Nature Study, Music.

Grade IV.—The same, with **Geography and History** added as follows:—

“Observe closely the physical features of the neighborhood, especially the natural drainage, interrelation of slope, brook, swamp, pond.

Industries, means of communication and main routes of travel in Nova Scotia.

The larger internal features of Nova Scotia.

The outer world; oceans, continents, Canada, the British Isles, the United States.

Sand-maps and wall-maps.

Stories of explorers and heroes.

The early settlers, settlements and conditions of life.

The lapse of time; lifetime, century, A.D.

Grade V.—The same.

Geography and History as follows:—

The School Section; its physical features, its industries.

Nova Scotia; its towns, rivers, distances, industries, products, means of communication.

North America; with Canada in slight detail.

The Poles, the Equator, latitude.

Leading events in Nova Scotia history; the Indians, our racial origins, explorers, pioneers, primitive conditions.

Grade VI.—The same.

History and Geography now divided as follows:

Geography: Text-book instruction beginning with Calkin's Introductory Geography.

History: Lives of Great Canadians.

The chief migrations to Nova Scotia, Canada

and New Brunswick, French, English, German, Scottish Loyalist.

The American Colonies and the Revolution.
Other British Colonies.

The story of England to Cromwell's time.

The relative antiquity of British, Roman, Greek, Egyptian and Babylonian civilizations.

Rudimentary notions of government and obedience to authority.

Grade VII.—The same.

Geography: Home Geography, physical and dynamical; countries in North and South America.

History: Canada, its great events and personages from 1713 to 1867 (as in Calkin's "Brief History of Canada.")

England: Cromwell to George III. and the American Revolution, as in Calkin's "Brief History of England," with interpretation and explanation by the teacher.

Ancient Peoples and Bible Lands—renewed references.

Civics: Federal and Provincial Governments. Philanthropic institutions and moral reforms.

Grade VIII.—The same.

Geography and Civics include "Government, trade-treaties, tariffs, postal systems." The principles of representative and of responsible government.

History: Canada from 1867 with review from 1713. England: George III. to present; with interpretation and enlargement by the teacher and review of important events since Cromwell.

This is the programme for graded schools. For rural schools with one teacher a programme is laid down modified to suit the exigencies of the situation, and this modified programme may with the approval of the inspectors be adopted by other schools.

The programme of studies authorized by the Advisory Board for Manitoba, 1918, reads as follows:

Grades I.III.—Reading, Spelling, Writing, Arithmetic, Music, Drawing and Colour, Hygiene, Nature Study, Physical Exercises, Manners and Morals.

“Manners and Morals” are intended to inculcate (1) the love and fear of God, (2) reverence for the name of God, (3) keeping of His commandments, as set forth in the “Manual of Moral Instruction,” by J. Reid (Nelson). Tales of heroes, etc., are to be used in these grades under the heading of Reading and Composition.

Grade IV.—Includes also

Geography: “World Relations and the Continents.”

Grade V.—Includes

Geography: North and South America, Canada and Newfoundland, Manitoba in detail.

History: Britain to 1485. “England’s Story” (MacMillan).

Civics: The Idea of Government (Local) based on Jenkin’s “Civics.”

Grade VI.—Includes

Geography: The British Empire in Australia, Asia and Africa.

The United Kingdom.

History: Britain 1485-1769, as above.

Canada to 1763 (Duncan).

Civics: The Idea of Government (Provincial).

Grade VII.—Includes

Geography: A review of the work done in Grades IV., V., VI.

History: Britain 1760-1922.

Canada 1863-1922.

Civics: Government (Federal and Imperial).

Grade VII.—Includes

Geography: A review of the work done in Grades V., VI., VII. with special reference to the British Empire.

History: A review of the work done in Grade VII.

The revised Course of Studies prescribed for Graded and Common Schools in British Columbia, according to the Manual of School Law and School Regulations 1916 (pp. 53 foll.) is as follows:

Junior Grade (1st and 2nd readers).

Reading, writing, drawing and manual work, language, arithmetic, nature, geography.

Geography includes

- (a) Home Geography: "Direct observation by pupils under direction and encouragement by the teacher of the district surrounding the school.
- (b) The Earth as a whole; introduction to physical geography.

Intermediate Grade (3rd Reader).

Reading, writing, drawing, language, arithmetic, geography, history.

Geography

Physical and regional geography of the world with special reference to North America, "World Relations and the Continents."

History

Canada: Indian tribes.

Discoveries and Explorers.

Heroes, such as Wolfe and Selkirk.

The Gold Rush in British Columbia.

General: The Early Britons and Romans.

The English (Alfred).

The Normans, as in "Highroads of History."

Modern Heroes and Discoverers—

Livingstone, Rhodes (Africa).

Clive, Hastings (India).

Cook (Australia).

Senior Grade (4th Reader).

Reading, writing, drawing, language, arithmetic, geography, history, nature, manual training or domestic science.

History—

Canada (Gemmell).

England (Symes and Wrong).

Secondary Schools.

In the Secondary Schools, history occupies a prominent place in the programme of studies of all the provinces, although it is not everywhere compulsory. In Nova Scotia, for example, a minimum of six subjects must be taken in each year of the Four Year High School Course; and history appears as an optional subject along with the different branches of Mathematics, Science and Languages. However, the fact that for the full Provincial Examination twelve subjects are required ensures that history shall receive a due amount of attention.

The provinces attempt on the whole to cover much the same ground. The majority of them receive a more mature study of British history, and in some cases (as for instance in Alberta during the 4th year of the course), they go so far as to demand some knowledge of British Constitutional history. The history of Canada and Canadian institutions are also prescribed in nearly all the provinces. There is also a general attempt to introduce the subject of European history. In the French schools of Quebec, this comes in naturally in the form of French history. In Nova Scotia, Manitoba and Alberta the third year is occupied with Greek and Roman, the fourth with Mediaeval and Modern history. Other Provinces, as for example New Brunswick and British Columbia, are content with what can be done to introduce pupils to problems of general history by making use of the history of the Graeco-Roman world.

It should now be clear how much history instruction is attempted in Primary and in Secondary Schools throughout Canada. The outside observer might be inclined to find fault with details here and there, but on the whole Departments of Education and teaching bodies in the different provinces are best able to say whether the prescriptions are right or wrong, too heavy or too light. This they can do by observing results as the programmes are actually put into effect. In any case, there is no probability that they will ever surrender their complete local control of these matters to any outside body. That the programmes are constructed with a view to meeting local conditions is clear from the fact that instruction in "Civics" occupies such a prominent position in the Western Schools. A much more important question, however, is to determine the sense in which the different local authori-

ties regard the subject, because if that is wrong, then the time given to instruction is worse than wasted.

THE ATTITUDE OF THE EDUCATION DEPARTMENTS TOWARD THE SUBJECT

The best friends of history think of it as the "Memory of Humanity"—a reconstruction of the past with a view to the understanding of the present. History therefore is not romance; although the considerable romantic element which it contains may well be used to excite an interest in the subject, especially in the early stages. Nor is history mere antiquarianism, although it is sometimes difficult to say when an historical fact is really vital and when it is merely of interest to the curious. Nor is history a means of inculcating morals, though in so far as it affords the material for moral judgments this may be an indirect result. The prime duty of the historian is to understand, and if moral instruction is to have a place in schools it should be under the head of religion or civics. Finally, there are grave dangers in assuming too readily that history is a natural medium for teaching either patriotism or internationalism. One frequently hears a demand for "history without wars." But such a history would leave school children with a very erroneous idea of the world and their place in it. History is the record of conflict no less than of co-operation. Ugliness and brutality are as necessary a part of the picture as beauty and goodness, although the teachers of history in schools should exercise the greatest care not to dwell on the unpleasant aspects of the past more than is necessary for their purpose. But how, for example, can the pupil estimate the value of human freedom unless he knows something of the price in blood and tears at which it has been purchased? What the advocates of "history without wars" have in mind is really social history. Social history is important; but it cannot be abstracted from the general body of historical truth without serious distortion; and, in spite of their dulness to the average school child, institutions, well called the sheet-anchor of society, must be understood, as well as the ideas which constitute its motive power. The great movements, to be effective, must be crystallized in party programmes and policies and ultimately be expressed in institutions. Thus it is hard to see how political history can ever be displaced from its position in the centre of the stage.

How far are these truths understood by the different Education Departments? Let them once more speak for themselves..

"The facts of history in each epoch should reveal to the utmost the contrast with our own time in point of individual liberty, religious tolerance, democratic power and privilege, industry and commerce, means of communication, material comfort and education. Current events or occurrences of social, economic or scien-

tific importance should be given the same serious attention as is given to the past."

—Nova Scotia Manual of School Law, 1921. pp. 163-4.

"History may be made, in several ways, an important factor in forming intelligent, patriotic citizens:

(a) It must be remembered that society, with all its institutions, is a growth, not a sudden creation. It follows that, if we wish to understand the present and to use that knowledge as a guide to future action, we must know the story of how our present institutions and conditions have come to be what they are; we must know the ideals of our forefathers, the means they took to realize them, and to what extent they succeeded. It is only in this way that we become capable of passing judgment, as citizens, on what is proposed by political and social reformers, and thus justify and guarantee our existence as a democracy.

(b) Patriotism, which depends largely on the associations formed in childhood, is intensified by learning how our forefathers fought and laboured and suffered to obtain all that we now value most in our homes and social life. The courage with which the early settlers of Upper Canada faced their tremendous labours and hardships should make us appreciate our inheritance in the Ontario of to-day, and determine, as they did, to leave our country better than we found it.

(c) History teaches that right and wrong are real distinctions. The study of history, especially in the sphere of biography, has a moral value, and much may be done, even in the primary classes, to inspire children to admire the heroic and the self-sacrificing, and to despise the treacherous and the self-seeking. The constant struggle to right what is wrong in the world may be emphasized in the senior classes to show that nothing is ever settled until it is settled right (sic).

(d) History affords specially good exercise for the judgment we use in every day life in weighing evidence and balancing probabilities.

(e) History, when taught by a broad-minded, well-informed teacher, may do much to correct the prejudices—social, political, religious—of individuals and communities.

(f) The imagination is exercised in the effort to recall or reconstruct the scenes of the past and in discovering relations of cause and effect.

(g) The memory is aided and stimulated by the increase in the number of centres of interest round which facts, both new and old, may be grouped.

(h) A knowledge of the facts and inferences of history is invaluable for general reading and culture."

—Ontario Teachers' Manual of History, 1917, pp. 13-14.

The aims of instruction in history and Civics are summarized on p. 49 of the Course of Studies for Public Schools in Alberta, 1920, in the words used by the Ontario Teachers' Manual.

It will be noted that, in the Ontario Teachers' Manual, history is claimed as a suitable medium of instruction in both patriotism and morals. In the case of patriotism, the claim is presented in such a guarded way that little exception can be taken to it. To bring home to a complacent and ignorant generation the services of their forefathers in making life possible for them is, although not the whole business of history, a very high and worthy part of it. The real objection is to the prostitution of history in the cause of propaganda, the interests of which it is sometimes viciously made to serve. This is an ever present danger, to be guarded against continually for the sake of truth and justice. In the case of morals, the claim is presented more boldly. Yet it is only in moments of great spiritual exaltation and faith that one can assure himself that the Kingdom of God is realized even partially and incompletely here on earth. And it is certainly necessary to repeat the warning against that peculiar form of "historical snobbery" which is satisfied to justify winning causes at the expense of lost ones. It is better that every tub should stand on its own bottom; and that teachers should not accustom either themselves or their pupils to see the hand of God in the triumphs of Democracy or of Industrialism.

There is no space to labour this point further. It must be clear that the Departments at least are right in estimating history as a humanistic study; well-calculated, if taught, as it should be, in connection with geography and literature, to develop the intelligence and inspire the sympathetic imagination which makes good men and good citizens.

THE SCOPE OF HISTORY STUDY IN THE SCHOOLS

Most people recognize that in so far as humanity is a unit the study of history should include nothing less than the history of the whole human race; and, especially since the war, striking contributions have been made to the problem of presenting "Universal History" in brief yet vivid form. There are however difficulties in the way of prescribing Universal History in schools. Desirable though this may be, some selection from the whole field of history must surely be made. It is important that the pupil who is to enter upon his duties as a citizen should graduate with some special knowledge of British and Canadian history and institutions; and there is no difficulty in believing that the good

citizen of Canada will also prove to be a good citizen of the world. The pedagogical difficulty also is serious. "Humanity" means little to adults. It means nothing to children until they have begun to understand men. The local starting point is therefore inevitable.

If these views are accepted, then surely the Departments are sound in the way they approach the subject. The history of Canada and of the Motherland (Britain or France) must come first. They, with the briefest reference to other sources of our civilization, will occupy all the available time during the common school period. In the Secondary Schools, a more mature study of the same fields—now for the first time possible with any degree of reflection—is necessary. Beyond this, it is hardly possible to add more than a modicum of European history. This, however, is highly important, because on the North American continent, the danger of spiritual detachment from the Old World is very real and great; and this in spite of the fact that the roots of our civilization lie in Europe, and the economic and political problems of Europe are of direct concern to all who live in the New World.

THE METHOD OF INSTRUCTION

Excerpts from the Handbooks of Teaching already summarized indicate that the problem of presentation is realized by the Education Departments. It is recognized that the child's sense of time and space develops comparatively late; while that of cause and effect appears so late in some cases that it may hardly be said to appear at all—in other words that historical mindedness is a state to be cultivated. The prescriptions of work are based upon these generalizations in regard to child-psychology. Systematic instruction is therefore postponed till the last years of the Common School Course, and, in spite of the temptation to crowd in everything that the Common School graduate should know, the scope of the work is wisely limited. In the Secondary school grades, it is assumed that the pupils have reached the stage of reflection. In many cases, this assumption is manifestly false; but whether the *average* pupil rises to the additional demands made upon him is the real question; and, on the whole, given good instructors, it is perhaps reasonable to expect this.

There is not, and there need not be, uniformity in the prescription of work, provided that full advantage be taken of the growing intelligence of the pupil to familiarize him with the use of books, and to inspire him with the desire to read them. It is just in this respect however that the results are as a rule most disappointing. Even the First Year Classes in the Universities do not appear to realize that the sum of history is not contained in one, perhaps quite inferior, text. Their intellectual timidity is beyond doubt the most serious obstacle that has to be encountered. How much worse then must be the condition of the average

Secondary school graduate, who never comes up to the University at all?

The causes to which this condition of affairs is usually attributed are two. The first is the cast-iron examination system, by which pupils are more often than not encouraged to memorize verbally large sections of a text which they do not understand and in which they are quite uninterested. Yet it is much more common to hear sweeping condemnations of the examination system than constructive proposals for its reform. In the case of history as of other subjects, it is essential to find some means of grading pupils. The *idea* of examinations is not therefore called into question, at least by critics whose attitude is at all practical. What is objected to is the unwise character of the tests that are sometimes given; and no one will deny that tests have frequently been quite unwise. In so far as this is the case, educational authorities should see to it that the tests prescribed are such as to display the ability of pupils for organized thought and expression. Otherwise they bring the whole examination system into disrepute, and expose themselves to the attacks of educational anarchists. The second cause of failure in instruction arises from the difficulties under which the teachers labour; for they are too often asked to perform a hopeless task. This however demands further treatment and must be dealt with under a separate heading.

THE TEACHER AND THE PUPIL

In general, the situation that has developed in the teaching profession during recent years is recognized and deplored. The annual report of the chief superintendent for Education in the province of Prince Edward Island (1921) indicates that it is in its most acute aspect. This report states that "many schools are actually vacant, attendance is irregular, teachers are poorly qualified and immature girls in most cases, and that the public is apathetic to these conditions." These conditions are not confined to any one province; in fact it is only by means of the most heroic efforts that they are kept from invading all.

Following the opening up of the Canadian West, and the development of large centres of industry in Canada and in the neighboring states of the American Union, the position of the rural schoolmaster became steadily more unenviable, both from the point of view of salary and of status in the community. This was not altogether due to the parsimony and apathy of the rural populations; but resulted in some degree from the progressive depopulation of the countryside. In spite of the attractiveness of other fields of labour, devoted persons still continued to enter the ranks of the profession, but many, even though compelled by circumstances to teach for a time, regarded the work merely as a

stepping-stone to something better. In particular men-teachers found it difficult if not impossible to earn enough to support families in comfort, and consequently disappeared from the schools of all but the more prosperous urban centres.

It is necessarily hard to correct a condition which has been the result of powerful economic and social forces slowly developing over a period of thirty years. The successful battle for increased salaries, fought during and since the war, constitutes however a bright hope for the future. Men are once more entering the training schools with a view to making teaching their life work. If the salary levels can be maintained, there is hope for more efficient instruction in history as in other subjects. But the teachers and the Education Departments need support of the most vigorous character, if the salary scales are not to fall back again to low levels. Already, even in the province of Ontario, groups are forming to agitate for substantial reductions.

The outrageous importance which the prescribed text book possesses in the system of instruction is in great part due to the desire to compensate for inferior teaching ability; although other *practical* considerations have helped to confirm its use. That the reader may judge for himself what these considerations are, the following characteristic defence of text-books is quoted from the New Brunswick Manual of School Law and Regulations, 1913 (p. 131).

"In a system of non-sectarian public schools, it is necessary that both the subject and matter of instruction be such that all denominations of Christians (why not 'and Jews'?) in the Province can participate in common in the same. It is generally conceded also that the very great educational advantages secured by a uniformity of good text-books (especially in rendering practicable an efficient classification of the pupils, by which their progress is greatly promoted) far outweigh any possible disadvantages that may occasionally accrue to individual parents, pupils or teachers, and *where schools are liable* (as in New Brunswick) *to frequent changes of teachers*, such uniformity is of enhanced importance" Frequent changes of teachers would be far less common were teachers less dissatisfied with their lot. The wastage in the profession, arising from this cause, and from the employment of so many women who are presently married, makes it a serious question whether a low scale of salaries is in the long run an actual economy. It requires many years of experience to make a good teacher; and the necessity of having good teachers can never be overcome by the use of text-books, however excellent.

Meanwhile, however, the text book is with us; and this being the case, it follows that the book should be the best obtainable. The output of such books intended for the use of pupils as well as teacher, has been surprisingly great especially in England

during the past decade. The appendix contains a list of selected works submitted for consideration to the National Council of Education by the publishers, with brief comments by the committee which has prepared this report. Many of these works are already known to the Departments and prescribed by them. In some cases however it would be possible for Departments of Education to substitute for the books now in use, others which would meet the needs of the schools much more adequately. The Departments need also the co-operation of the local school boards in stocking the school libraries with a generous supply of good books for supplementary reading. A well equipped library is quite as essential to the student of history as is a well equipped laboratory to the student of science.

It should also be more widely recognized that the teacher stands in great need of help. For the harassed master of the one-teacher school, something may perhaps be done by the distribution of prepared lessons. Some of the Departments of Education are actually attempting this. The better way however is to have better teachers; and all those interested in education look forward eagerly to see the results of the present experiments in consolidating rural schools, by which it may be possible to secure some sort of specialization of duties among the teaching forces. The lack of specialization affects at present even the smaller secondary schools. In history therefore few teachers except those employed as specialists in the larger High Schools and Collegiate Institutes are likely to have any idea what the writing of history implies. Now while it is admitted that the notion of research by students junior to the higher years of university work is absurd and that in all grades of primary and secondary instruction history must in the main be taught as a body of accepted truths, nevertheless the teacher, if he is to be of real help to his classes, must be able to illustrate the problems which lie beneath history as written. Otherwise it is hard to see how the intellectual timidity noted as resulting from pure text-book instruction can ever be overcome. Furthermore, it is clear that the pupil derives most benefit from work he does for himself. The teacher must therefore be capable of guiding him in his pursuit of knowledge in the school libraries. If history were taught in this fashion, there would be less outcry in favour of the "sciences of direct observation" in the schools.

The human factor appears therefore to be the most important one; and no opportunity should be lost of attracting to the teaching profession new blood of the best quality and of improving the efficiency of the teachers already at work. University extension courses, by which active teachers are enabled to work for the Arts degree, are very important and promising; and all provinces would do well to consider the possibility of following the example of those in which such courses are already offered. For teachers who cannot hope to proceed through the whole Arts course, short

“refresher” classes in the universities would be of great value. By means of such classes, teachers would be brought into contact with the leaders of thought in their several branches of work. They would renew their acquaintance with the literature of their subjects, of which they too often lose track in the course of their onerous routine duties. Difficulties and problems which have arisen for them in their work could be discussed. Inspiration could be gathered for fresh and vigorous instruction when they return to their schools.

The committee is very conscious of deficiencies in its examination of the position and prospects of history in the schools of Canada. If, however, the analysis is not unfair, the conclusion must be that the position of history is certainly not bad, and that its prospects are by no means hopeless. Improvement will depend upon the co-operation of all elements in the community. The educational authorities, provincial and local, can ensure that comfortable living conditions exist for the teacher. The public, by its sympathy and support, can give him what is infinitely more precious—real standing in the community. The result will be better teachers; who when they are got, should be respected and trusted. If this is done, the teaching forces will themselves steadily, though slowly, raise the level of intellectual and spiritual life throughout the country. As for direct improvement either of subjects or methods of instruction, that is mainly a matter of concern to the profession itself. It is in encouraging and supporting the efforts of the teachers rather than in spasmodic attempts to interfere directly with their work, that the real contribution of the public must consist.

CIVICS

Your committee was impressed by the number of books submitted to it which dealt with citizenship, some undertaking to teach it directly, others indirectly but not less deliberately, some intended for schools, others for adults. The majority came from Great Britain. There is something peculiarly repugnant to British instinct in the conception of teaching citizenship as a subject. We may well ask, Was not British tradition sufficient? Yet the number of these books appears to be steadily increasing. In Canada we share this mistrust but we have also more than our share of a fatalistic North American belief that the discipline of social experience, mere living together, is sufficient to produce a people, and that the state has no right to interfere with this process. Our neighbours, however, to the South are now beginning to display unmistakable anxiety as to the future. Is our problem less serious? Common sense, then, it would appear, is driving us in Great Britain and Canada to consider the possibility of the actual teaching of citizenship, and it has seemed to your committee that they

could render no better service than by giving a special consideration to this whole subject.

It is trifling with the question to say that all education is in itself training for citizenship. Education was never more widely diffused, but human perplexity in a time of need was never greater. And we do not dispose of the question by the simple statement that citizenship cannot be taught as an independent subject. Neither can English composition or reading. Nor can we dismiss it as an attempt to add one more subject which we happen to think of to an intolerably burdened curriculum. Citizenship does not stand on the same footing as typewriting. Nor do we go much further in asserting that it should be left to home and church. How many homes are capable of withstanding the drift of young life in North America?

We commonly think of citizenship in terms of nationality and with Lord Morley we may concede the value of "that fortifying pride." But Pericles not less than Lincoln maintained that citizenship is in some sort a dedication, a community of obligation. We never made this dedication but somehow it was embodied in our British tradition and rooted in our hearts, and, when the great call came on August 4th, 1914, we observed with gratitude that it stood intact. If we could keep some such dedication alive in time of peace we should have no fear for the emergency of war. But what would it not do for peace? Without it we shall begin again to roll the Sisyphean stone.

What Lincoln and Pericles conceived as dedication we British are content to call duty. Can the state teach duty, and can duty be taught without a religious basis? Much thinking of to-day is mired again in a bog where no such thing as duty exists but only particular duties which the individual man alone can ascertain by the process of trial and error.

It is just plain matter of fact that character is a conscious educational end in Great Britain as nowhere else in Christendom. In North America we are suddenly conscious that a people is yet to be made. In Canada have we any rudimentary common idea of what sort of citizen we wish to produce? If not, how can the state teach citizenship?

But this does not exhaust the difficulties surrounding the question. Leadership is divided. Here as in all parts of Christendom there are serious men who question whether patriotism is any longer a legitimate human virtue. Moreover there is a secular and a religious temperament equally hostile to moral or religious teaching in the schools. "The vilest abortionist," says Mr. Bernard Shaw, "is he who would attempt to mould a child's character." And yet the aspiration of that group of Canadians whose initiative some years back led to the formation of this "National Council of

Education" was nothing less than moulding the soul of a people. But something has occurred in the interval so stupendous and shattering as to recall the apocalyptic words of the writer to the Hebrews. What are the things which "cannot be shaken" and "will remain?" Men may be forgiven if they ask, Where are the ancient pieties and loyalties of the race? It matters not whither we turn, faith, law, authority, patriotism are all alike assailed, and would appear to have been damaged. We are at a pause waiting for the vitalizing leadership which shall explain us to ourselves.

The thread of these reflections on the teaching of citizenship runs somewhat thus:

Some plain statement of fact is essential if only as an appendix to a history book. It is a reasonable hope that a primer may be achieved containing the rudiments of duty and explaining how character is formed. Its value will lie perhaps mainly in its silent authority.

The spirit of a school, the loyalty of a factory, the moral of an army are created only by deliberate effort. Good citizenship can come only by effort.

Citizenship, patriotism, loyalty; we are not careful to inquire how far they are the same thing, but we assume that they are covered by duty.

The assertion is frequently made that the hope of the future lies in *weakening the sentiment of nationality*. This is but a euphemistic way of voicing doubt as to the value of patriotism. We do not concern ourselves with nationality, but this assertion is highly significant of the temper of our time, and *it is against the educational conception which this assertion involves that practically the whole of our argument is directed*.

We go back to the thought of education as nurture, and nothing but nurture of our instincts, powers and faculties. What is *natural* is all we have to work with, and our human nature can be trusted if only we nurture the whole man.

This conception of nature assumes that God is in the world, and we are content with the simple assertion that in Christendom no system of education is finally sound that does not accept the Christian hypothesis. Christianity itself appeals to instinct which we call at times dangerous and which we understand only in the light of its faith and ethic.

Education as nurture is the *imitation of Nature*. We cannot *make* citizens. We are handling the living—instinct, powers, life that is not our own, and co-operating with it. Whether we are

'training' the reason, 'exercising' our people's bodies, 'appealing' to the emotional nature, or 'holding out' ideals, and whether we work directly, by discipline, or indirectly and vicariously by suggestion, symbolism, art, literature, in the last analysis we are nurturing and co-operating with life. We can no more literally impart character than we can impart knowledge. But we can grow it.

The games, friendships, associations, and the corporate life of the school are not less our tools than the text books. They can be animated in greater or less degree with the spirit we seek to foster.

Finally, we make a definite suggestion. We venture to think that the silent and enduring influence of the readers in the primary schools is very rarely appreciated. A golden book embodying the noblest tradition of the great family of peoples to which Canada belongs would be a noble educational achievement.

It must be admitted that the proposal to teach citizenship "out of a book" offends British instinct and stirs misgivings with perhaps most thoughtful people. Let us not dismiss the "book" too hastily, but attack the question *a tergo*. What is the matter with the bad citizen who is yet the good father, good friend and neighbour, good professional man and worthy man of business? This is asking what are the outstanding, acknowledged failings of men living under free institutions, and it is confessing that free institutions have to be worked in order to produce more than the illusion of freedom. Well, this bad citizen but good man is apathetic. The better he is the less he may wish to stand for office, and the more indifferent he is to those who do come forward. The better he is the oftener he is apt not to know these aspirants by name, and he is seldom able, as Goldwin Smith, to "ask the butler." He may not even know the steps by which they get themselves nominated, and if challenged may be found not to know the names of the Cabinet Ministers. He is fatalistic. It is no use to protest, or it makes no difference—progress is in the nature of things. One more fire,—the insurance company is solvent. One more patent and extravagant bribe to his constituency—the Government can stand it. It has required a world war to create a dawning suspicion in the mind of decent humanity that the resources of government are not unlimited. He is peculiarly liable in our vast modern society to attacks of crowd impulse,—crowd envy, crowd sympathy and crowd hatred. Personally brave, he may yet be a civic coward. But why labor the matter? It would appear on first reflection that a book is mere folly.

But some knowledge, some plain information is absolutely essential, fact that can veritably be taught "out of a book." This is "civics" proper, the knowledge of how we govern ourselves in state, province and municipality, a modicum of fact that may be relegated to a brief appendix in a school history, but which may very reasonably be expanded into a book such as that of Mr. R. S. Jenkins.* Should our book go on to state in simple form the rudiments of civic duty and can it do this without broadening into duty itself? A reasoned system of social obligation is the ambition of the French "School of Higher Social Studies." The *conférences* published from time to time by those engaged in the enterprise are intensely interesting, and it would ill become academic teachers to deny the faith that the extension of science makes for goodness. But social duty in this French activity is really the duty of society to the individual, not of the individual to society. Mr. Lionel Curtis makes a great assertion in the annual meeting of the Institute of Politics at Williamstown,† "The real bond which unites society is not fear of God but the duty which men owe to each other. . . . They cannot advance beyond autocracy until they learn to interpret their duty to God in terms of their duty to their neighbor." Now we live in an age when it is quietly assumed by growing numbers that religious obligation is being slowly replaced by ethical. Whether we view this apparent change with satisfaction or alarm we should agree that, while our "bad citizen" may nevertheless be a good man in the common judgment, only the good man can be the really good citizen.

But what body of men could be found who would agree upon this book which is to contain the simple rudiments of duty? That, however, is not the way in which it will come. Here and there men will make the attempt. They will quietly assume that the instinct of service is natural and write a book such as Mr. Greene's "I serve" § or they will assume that the thought of God and duty is natural, as Mr. J. O. Miller,‡ and write a few simple chapters on conduct; and presently perhaps we shall find that success has been achieved and that even our state systems have adopted some such books. Is there not a natural growth in government which requires the watchful attention of good citizens? A development goes on steadily by consent which would be rudely arrested if it required from stage to stage the expressed will of a majority. Whether at this point we ourselves desire this book to appear we do not know. If we did, we should use the fatalistic language of the radical reformer and say that whether we wish it or not such books will arrive, and it is wisdom to make sure that they shall be wise books. But whatever we think of morals and conduct in a book, the book would seem to go but a short way in the problem of the teaching of citizenship, and the good citizen will not leave the work entirely to the state. We know that the common sense

*Canadian Civics. [The Copp Clark Co., 1919.]

†Journal of the British Institute of International Affairs, Nov., 1922.

§A. and C. Black, 1915.

‡The Young Canadian Citizen. [J.A. Dent and Sons, 1919.]

of the great mass of our people does call for teaching of some sort that shall aim at character. The great body of the people and sometimes educational authorities may foolishly conceive of education as information, but they are sound on character. It is natural that men and women should desire their children to be good.

Natural—our task is not to *make* citizens but to co-operate with Nature. They are already being made by organic relationships, widening loyalties, ready to hand, which belong to the things which cannot be shaken and which we did not make—organic relationships, each with traditions which also we did not make: the home,—itself the result of instinct imperious, splendid, with those pieties and loyalties which bind man and woman, parents and children, brothers and sisters; the groups again knit by friendship; the larger groups formed by the gregarious instinct; the schools themselves, natural too, but which, as Aristotle said of the state, "He who first founded was the greatest of benefactors," which also produce their loyalties. In these querulous years there is a fanatical indictment of the English Public School. Men do not inquire whether there is not some power here which does not depend on books and studies, however feeble and mistaken we conceive them to be, some living soul which will yet mould a new and unpromising material into the olden type. We must see to it that these relationships are fine.

We simply know that we are able to distinguish, and this mighty power of evaluation is also not of our own making. Feebler here, stronger there, it nevertheless exists and is indestructible. It is not scientific—pure science knows no better nor worse—but it is none the less scientific fact, and it belongs to the stuff of the world. Urged on by a passion for self-realization, this too an impulse not of our own making, or like Plato, consumed by the glory of his ideal city, we would sometimes, and to-day in increasing numbers, destroy these organic groups, but sooner or later we shall find that we have entered the lists against nature.

Then there is the boy himself who is to be taught citizenship. We are giving more energy to-day than men have ever given in historical times to understanding him. Whether we see further into the human heart than men have ever seen is another question. But more of us are interested. If our zeal for reconstruction still runs beyond our knowledge of human nature, the mistakes which we shall make will have vaster consequences in our vast modern societies. As we go on to study this young human we observe that he is driven by an instinct of mastery and ownership, that there is in him a power of adventure, of "never say die"—not equally distributed. The first great Utopian could think of no better use to make of this latter instinct than soldiering, and in nearly all our reflections on the problem of extinguishing war we argue as if nations *agreed* to go to war or as if now that the war proper is spoiled, as some have said, there were no such more dreadful possibility as internecine strife within society, unless some proper

nurture is given to imperious instinct. And we further observe that when our acquiring, striving young human attains his immediate end, the glamour of it is gone—the striving alone was the pleasure. And yet we contemplate an economic and social reconstruction which shall satisfy men. War, intemperance, competition we regard as evils which must be suppressed. It is not thus that these evils will disappear and leave us men or perhaps angels.

One bit of observation we have indeed taken well to heart. We have observed the glow of satisfaction with which this young thing saw for the first time why in doing his sums he 'carried one.' Out of this instinct has grown the temple of science and our mastery of the material world. And we have learned that the last secret of teaching lies not in pouring knowledge into but in bringing knowledge to our young human "*as a discovery of his own.*" Thus we co-operate with nature. We nourish "*wonder, the seed of knowledge.*"

But she has also given us a corporate common sense which knows that this glow is not always happening and that effort must be continuous, and we observe that it is reduced as it is continued. That is, we see that nature has provided him with a nervous outfit which capitalizes effort and action, right and wrong. Here surely is knowledge, scientific fact about character, fit to be written in a book. "Let no youth have any anxiety about the upshot of his education, whatever the line of it may be. If he keep faithfully busy each hour of the working day, he may safely leave the result to itself. He can with perfect certainty count on waking up some fine morning to find himself one of the competent ones of his generation in whatever pursuit he may have singled out. Silently, between all the details of his business, the *power of judging* in all that class of matter will have built itself up within him as a possession that will never pass away." We may agree with William James that "young people should know this truth in advance."

Thus Nature the great Craftsman works for us and in us, furnishing us with instincts and high powers "deep seated in our mystic frame," and corporate relationships with powers of their own; exercising compulsion too, now gentle, now severe, but ever inexorable; endowing us with a sense of beauty; storing up reserves of energy far beneath the level of consciousness; within that same hidden life bidding us with all that lives to live on; by the ministry of death knitting the generations together and sublimating our instincts, impulses, strivings; at rare moments by apocalyptic delights and graces and not less by grief than joy touching our eyes with vision and our hearts with hints of a Presence. Just what is she doing here? Winning, if but for a moment, an involuntary obedience. We can only co-operate, we cannot add or create, we are being created and asked to assist in the work. In short we *imitate Nature*—unconsciously, as poets, artists, musicians and

prophets in their high moments, consciously and unconsciously, as educators, statesmen and good citizens dedicated to their people. We imitate Nature, we nourish instinct, we do not suppress it. We are learning the dangerous power of balked instinct. We evaluate and control with some gathering sense that "the excellence or beauty or truth of every structure, animate and inanimate, and of every action of man is relative to the use for which Nature or the Craftsman intended them." Our task is not as the Daltons, Montessoris and that fine radical Mr. Edmond Holmes in their first enthusiasm would have it, to stand aside and allow Nature to complete her perfect work, for *Nature fails*, and to fail with her in the great endeavour is to share in that striving life at the heart of things ever giving itself and seeking its own.

All this is but an extension of what is implicit in great Greek thought. It is a way of thinking astonishingly vital for the bewilderment of an age which is trying to make the final adjustment of its thought to the evolutionary concept. In politics we grope for a sanction. Must we define authority in evolutionary fashion as that which gets itself obeyed? In the field of law we observe that law itself grows and decays in obedience to law. But what is that law behind the law? Does law merely express society, not govern? Quickly we grow used to the conception of morals in the making, mind in the making, the remaking and remaking of humanity. Forbidden the heart, God reappears in a religion of humanity or a demonized "Subconscious." Out of Aristotle's 'urge' (hormé) we have made a God who is Himself being created not revealed. Poets and prophets supplied the architectonic ideas of earlier ages. To-day we think in patterns, 'records,' provided for us by insurgent philosophies of which we know nothing. Any one of a score of great words sets in motion complete systems of detestation. Silently intention creeps back into scientific concepts, but we shrink from conceding that intention implies personality, or perhaps dimly conscious of what such hesitation implies boldly assume that accident produced what accident will destroy. But so complete is the conquest of the evolutionary concept that we cannot refuse to believe that the immense impulse urging us forward to construct a better world is itself part of the cosmic process, even when we assume it to be a property of matter. What alone will save us from wasted effort or sheer destruction is some sense of a Presence, and purpose.

Thus the pagans set men thinking on the great cosmic process. A Grecised Jew carries it further: "All things were made by Him and without Him was nothing made. That which was made in Him was life and the life was the light of men." It was affection for an historical Person not philosophy which added: "He came unto His own and His own received Him not." It is this Greek way of thinking that Paul boldly condensed on Mars Hill:

"In Him we live and move and have our being," and again in that unique outburst: "Not I but He that worketh in me."

Book or no book then, in this enterprise of producing good citizens we "*imitate Nature*." As the farmer accepting the call of the spring goes to his fields with the uplifting feeling that Nature can be trusted—who has not some time felt a glow of affection for the faithful earth!—we too may undertake to grow goodness and to help Nature the great Craftsman.

To return for a moment to this matter of the book, we may observe in North America some scientific activity which possesses unusual interest for the question in hand. In Cornell, Harvard and certain other Universities psychopathic clinics have been established. We quote extracts from a record kept by a scientific worker. Dr. Paton * naturally gives neither names nor places, so that it may not come from an actual clinic of this sort, but be a private record.

"Patient complains of worrying unnecessarily over business affairs and admits "at times is pretty blue." Volunteers statement that he cannot assign cause for mental depression as he has been 'reasonably successful in business.' Partner in a large book business. Male, age 35, native U. S. Born in ———. Parents both native Americans. F. d. Bright's disease, age 70. M. l. age 65. Always 'nervous' . . . Went to school at seven years and made good record 'with his books.' Always stood well in his classes, 'pleased both parents and teachers,' although he was irritable at times and had attacks of 'tantrums' . . . Thinks he became more and more dependent for his happiness upon the opinions expressed by his teachers as to the merits of his bookwork. Does not seem to appreciate the sacrifice he made in losing the desire for independent thought or action. . . . During the High School and University the traits of character and temperament to which reference has been made became more and more exaggerated without any sudden transformation being noted. The egotism became pronounced, and he grew resentful of any infringement of what he believed to be his personal rights. This failing led him quite easily into sympathetic relations with all persons who were trying to champion 'the rights of other people,' and who believed themselves to be wronged or oppressed. Admits he was opinionated and fond of arguing, while much given to criticising the acts of other people. At the same time he became apparently less conscious of his own defects, and was quick to blame existing social conditions and the fancied hostile attitude of many people for his inability to adjust his own life satisfactorily. Socialism and all reforms which in his own mind seemed to have as their chief object the levelling down of all outstanding personalities and the reduction to a common level, even though it be one of mediocrity, of men of unusual ability, were doctrines which had a strong attraction, although he was unwilling

*Human Behaviour; Scribners, 1921.

to admit the source of his 'democratic instincts' or to face squarely the problem of the origin of motives which were responsible primarily for his conduct and the opinions shaping his course in life."

We are left to infer the outcome of this interview. Clearly the patient was not told that his case was hopeless until the social system should be reconstructed, but obviously too "he went away sorrowful" over the disclosure of his *complex*. The scientific confessor is an apparition. We need not fear, however, the psychological preoccupation of the twentieth century with all its loathsome morbidity. We may even welcome this intrusion of science into morals and the recesses of personality. At the last, we may be sure, the immortal simplicity of the brief ethic of the gospels will glow with a new radiance. A page, two or three pages, and the secret of blessedness and the ultimate principles of conduct are complete. What human life can realize its possibilities in which these pages are not forever imbedded, and what national education is solidly founded which does not pay homage to the wisdom of Jesus? When we indict the Church for failure to save the world from the great disaster of 1914 in the same breath we admit that the Christian faith is the great concern of society.

What we really fear when we think of conduct, morals and duty in a text-book, is at least partly what we fear for all fine things, the familiarity which breeds contempt and the indifference which grows out of indurated routine—service, goodness, beauty, truth become platitudes. But after all this is the supreme test of all truth. It must be made known. To bring home its significance constitutes the art of teaching and statesmanship and all direction of men. Science is merely bringing into the field fresh reserves.

So much for the book as a statement of the facts of social organization and as a simple repository of the wisdom of life. We must concede its possibility. And if that rare thing, an ideal primer, were once for the moment achieved, why should we shut our eyes to the fact that it would exert a silent influence independent of the skill, enthusiasm, or indifference of the teacher?

The question of a book was given this consideration mainly because it raises an issue which runs far beyond creeds and denominations. Under democratic institutions is a national education really possible which shall undertake to educate the whole man? In North America we have set up our rest in the school-house. But says Aristotle "There is no use in having one and the same education for all, if it predisposes men to gain or ambition or both." We may put it for him positively, "there is no use in having one and the same education for all unless it predisposes men to the service of men." Such an education really calls for the nurture of those greatest human powers, obedience and devotion and whatever lurks

beneath these words, for words we must use. These powers are natural and indestructible, but quite capable of destroying the world of man unless they are given their proper nurture; and as the consciousness of the race swiftly deepens this is becoming impossible without accepting the concept of a world that has moral intention and drawing upon that Power invisible in the field of the spirit as we draw upon it in our physical life. "Men may seek to escape and yet they cannot. It is not alone their privilege and glory, but their doom; they are condemned to some nobility; all their lives long, the desire of good is at their heels, the implacable hunter . . . The thought of duty; the thought of something owing to himself, to his neighbour, to his God "is in truth" a mystery, strange to the point of lunacy." Nature "hath set eternity in their hearts."

A public education so conceived can never come by "capture of government," but only by leadership, accepted now again rejected, content to win from within, by high-minded men and women devoting themselves to working the public system, by rallying to its support in just the spirit of this National Council, by profound inspirations, such as the Boy Scout movement, and by an enlightened statesmanship which recognizes that it is concerned in the welfare of high human endeavour and not less in that which it cannot and should not undertake. To win from within would be to bring the agelong ironic dualism of "church and state" to an end and to form a human society into a moral whole.

Let us not forget that schools and colleges are the main moulders of the tradition upon which society actually lives, the sudden suspension of which, it has been finely said, by some mighty shock which should destroy all memory in man, while leaving the material equipment of the world intact, would within a few years entail the disappearance of practically the whole human race. It is tradition itself in the field of the spirit which is now faltering, uncertain, assailed, and to leave it to some blind self-moving "progress," or to a progress which we believe it to be within our power to direct, without setting our course is not to know the meaning of free institutions.

Let us put the book out of our thoughts. If we are to imitate, to co-operate with Nature, we must nurture the corporate life of the school. Loyalty to the school will some day mean loyalty to a cause. We must see the meaning of the playground, where fine powers of endurance, courage, fair-play and generosity are being nurtured, if we will have it so. The game for the sake of the game—who can estimate how deeply this sinks into the fibre of

a people, or how far a bent for beating the rules of the game spreads its corrosion? We must animate the teaching and the text-books as far as may be with the spirit of citizenship and say as little about it as possible. The history of our country and of the empire will never cease to be rewritten, and it should be written in a noble spirit. In our splendid story there is much to deplore, but we cannot build patriotism on anything less than the truth. Men have perished to save us from ourselves, but no people need be ashamed of its martyrs. He should not attempt to write our history for schools whose heart does not go out to the generations past and those to follow, and the thing intolerable is history leaving the impression that men are all some shade of grey. Patriotism has many threads. Geography could be so constructed as to foster love for our land itself. This is the genius of *regionalism*, which influences the teaching of history in some of our provinces. And there might even be such a thing as an arithmetic of citizenship. It requires little imagination to see what indirect lessons could be given in thrift, the value of insurance, the incidence of fire and accident and public extravagance. The child who sees for the first time that half of an animal is waste before it reaches the shop has learned a lesson in prices the value of which requires no comment.

In short, why should we not apply the same direct and considered effort which France and Germany in the two generations preceding the war gave to the creation of physical courage, defence of country and supremacy, and which may go on to create a second hell in Europe? How many of us teachers must have asked ourselves this question. What this means may be seen in J. F. Bell's "Patriots in the Making" (Appletons, 1916). The Canadian teacher can read this documented survey only with astonishment. To read this book is to get a fresh understanding of the question asked by the late Mr. Kidd in his "Science of Power." Is not such a purposive education applied to a noble and agreed end capable of changing the course of civilization within half a century? Doubtless this begs the whole question. What is it to agree? And there is something dead to begin with in "organized effort." But we do not yet know, we have not really asked ourselves what it would mean if the highest power and moral earnestness of a people *gave itself* to establishing the tradition of public service.

Here the plain man will interject, Is it not enough that boys according to their aptitudes shall find their work in field, factory or laboratory—girls likewise—and do it well? Truly the greatest contribution anyone of us can make in all human probability to this reconstructed world of our desire is just faithful work where we stand. But the reply must be, it is not enough. Intelligence and knowledge are more and more needed in our ever more dangerous world. How much of men's conduct is determined

by sheer ignorance and lack of imagination? Has the immortal cry "They know not what they do" no real significance in the field of education? The peculiar fatalism of North America will give way as education widens: it cannot survive scientific teaching and the growing conception of law. And our civic apathy will at least lessen as we enlarge our pupils' world and as we go on to nurture the thought of duty. But of crowd spirit it may be said that to-day it constitutes the greatest practical menace to civilization. As far as we know, the wasp or ant in their communities are not distressed with the demagogue, or "spell-binder," or advertiser "creating a demand," or the type of reformer who does the complaining of other people or exposes his own artistic or moral nakedness. It has been left to human societies not merely to endure these tormentors but to reward them for their activity, and by the marvellous increase in the means of communication to extend their power for evil to the whole race. Such is the price we pay for attaining man's estate. On the morning after one of these great emotional debauches—political, religious, artistic, social, economic, Philip sober diagnoses his late state of mind as folly, and however pitiful or disastrous the results, ignorance it was rather than choice of evil. Again the scientific training of the schools may be relied upon slowly to increase the desire to know the facts first. But the knowledge that is more needed is self-knowledge, and the energy to-day devoted to the study of our human nature is unconscious natural response to great and sudden human need.

For the "public" has arrived.. Millions have suddenly acquired the printed word. No Golconda ever presented the possibilities of this vast field of desires and passions, where power and wealth await the exploiter. Create a want, invent a gum, and you shall divert labour from essentials and own an island in the Pacific. Sex, conflict, "the mass touch"—here are the *arcana* of a vast dominion over souls. As we asked of habit, is there not some further knowledge of ourselves which youth should have in advance, some wisdom which may be deliberately planned for in the teaching art? The master-workman, for whom the daily round brings Mark Antony's speech into a lesson, will not bring into the minds of his pupils as a *discovery of their own* how to move a crowd, but how a crowd is moved—awful but wholesome truth. We can imagine such a master-workman in literature watching for the right moment to tempt a class into reading Conrad's "Nigger of the Narcissus." What did we say of our "mercenaries," it seems but yesterday?

"Their shoulders held the sky suspended;
They stood, and earth's foundations stay;
What God abandoned these defended
And saved the sum of things for pay."

What tragic flaw in human nature has since then "queered the

pitch?" Would it have no bearing upon the vast "complexes" of hate so characteristic of our day for all the coming generation to have read early in life "in a book" Paul's glorious paean on charity and to have *discovered* that it is but practical interpretation of the beatitudes—an ideal of complete manhood and womanhood?

We cannot put wise heads on young shoulders, but we can furnish them with noble ideals without which they must forever and inevitably choose the lower. An acorn will produce an oak, were all other oaks destroyed. But Thomas Brown, our mature fellow-citizen, was not inevitable. He retains the traits of Tom Brown and Tom's forebears and slumbering powers of race, but he is what he is as a man by virtue of the tradition that nurtured what was potential. If the lamp-bearers fail no heavenly powers suffice.

At this point we make our one concrete suggestion. We seldom reflect upon the great influence of the "readers" in the primary schools. It is really incalculable. We suggest for secondary education a collection of the noblest thought and aspiration of our people. We are not thinking of the teaching of literature, or of books illustrating the literary effort of any period or the growth of letters through the centuries, but of literature to live on. What we have in mind is a golden book of the British spirit at its truest and noblest, no larger perhaps than the exquisite collection of Mr. Bridges, "The Spirit of Man," (Longmans, 1916). "The spirit breathes through dead men to their kind."

What is it that art and literature *do*? They nurture the spirit. They do not really give delight, they cause it by satisfying instinct and powers which crave exercise. The delight is Nature's verdict of approval of the exercise of slumbering powers, of the momentary turning of the spirit to the higher. What happens when the "man in the street" finds himself in Westminster Abbey as they are burying the unknown soldier, or when he strays aimlessly into a liturgical service and joins in prayers who never formulates his own? The Greek makes this reply: "The *habit* of feeling pleasure or pain at mere representation is not far removed from the same feeling about realities." The little company who stood about the great Teacher as he told his immortal tale—incomparable art—felt a glow of love for the good Samaritan. Were there none who went and did likewise?

Nature endows us with instinct and potentialities and herself provides nurture, environment. Alternately she coaxes and compels us. Sometimes the environment attracts of itself—some "awful rose of dawn," the prophet's flaming bush, the "wee crimson tippet flower;" at other times it does not, until we are thrown into it, when again we find pleasure in the exercise of unsuspected powers and grow used to seeking even grim delights. We imitate her, therefore, as we provide vicarious nurture on the one hand or

discipline on the other. Art, literature, symbolism, liturgy, commemorations, play in some sort, are vicarious; discipline, so long as we respond and "play up," is direct nurture.

In some parts of the Western Canada teaching-practice appears to be revolving the possibilities of symbolism in the teaching of citizenship. In England a quite remarkable book, "The Spiritual Foundations of Reconstruction," by Messrs. Hayward and Freeman, earnestly develops the idea of commemoration exercises for schools. Symbolism and liturgy go wrong and are open to great abuse, but they are wholesome human aids, not artificial devices but natural. In The London "Nation" a fretful intellectual porpoise rails at "worship of a flagpole." But respect for the flag is not worship of a totem.

On the other hand the Boy Scout idea is an illustration of discipline, self-imposed. This splendid movement has something in it of the genius of the Salvation Army. It aims to nurture the boyish instinct of adventure, of "stick it," kindness, fair-play, the sense of *belonging*, and it does not wholly fail. Some dedication is fixed in the hearts of these young Britons. We learned this in our need.

When we reflect upon the animating idea of this movement we ask if the thought so much in the mind of Ruskin was but a vain dream. Could a people conscript its youth for some holiday weeks during the years when such conscription would not be compulsion but discipline, say 17-20, for some sort of public service? It must be confessed that there is something in this idea alien to the genius of our people, which manifests itself better in the Boy Scout movement, our Rotary Clubs, our "Big Brother" enterprises, and the like—all attempts to nurture service.

Mr. Graham Wallas inquires whether in some future day, as the kitten is satisfied with a spool, so great business may not be satisfied with a symbol. "Even now," said the wise Greek, "there are faint traces of such a possibility as property, private in ownership, common in use,—as among friends." Let us nurture this finer instinct. This is no doctrine of the "status quo," no defence of things as they are, but a philosophy of things as they ought to be, of a fairer world *becoming* if we co-operate with Nature. The vice of Tory or Radical is not that they are slow or swift to change, but that worshipping or loathing the institutional form, they refuse to nurture the inner life, that divine in things which the great Teacher of men came to fulfil.

If we can provide a nurture in our schools for "the thought of duty, the thought of something owing to himself, to his neighbour, to his God," we need have no fear for Canadian patriotism. More than this, would not some sense of obligation of itself solve the insistent perplexing question of imperial loyalty and relations?

Our argument stakes all upon the sense of duty. We British people understand this homely word, and instinctively feel that it cannot be degraded as that noble word "service." Why? we might ask ourselves. M. Barthou on one occasion objected to the British Prime Minister's point of view as "too religiously moral." We may detest duty but something forbids us to cheapen it. But the "transcendental" which the Frenchman dismisses from morals he can put back into science. M. Poincaré in his "Science and Method" is only going back to our Greeks when he defines "the sentiment of mathematical elegance" as "nothing but the *satisfaction due* to some conformity between the solution we wish to discover and the necessities of our mind." In the thought of Aristotle poetry in general is in its origin a *satisfaction* of reasoning instinct—science and art spring from the same source—and in the last analysis the highest flight of poetry and art is really but a satisfaction (catharsis) of religious instinct, a satisfying sense that the world is not without meaning. "If Nature were not beautiful," M. Poincaré goes on, "it would not be worth knowing, and life would not be worth living What I mean is that more intimate beauty which comes from the harmonious order of the parts and which a pure intelligence can grasp. . . . It is then the search for this special beauty, the sense of the harmony of the world, that makes us select the facts best suited to contribute to his harmony, just as the artist selects those features of his sitter which complete the portrait and give it life. *And there is no fear that this instinctive and unacknowledged preoccupation will divert the scientist from the search for truth.*"*

Why not? we may ask. Is "pure intelligence" in this field any more emancipated from assumption than in that field where a more imperious instinct operates, the field of faith? Have the vagaries of the "inner light" been less serious in the field of science as a whole? And yet by a great compulsion we follow on. In both fields we act on a hypothesis, we make a venture, and reason is the movement of the whole man in obedience to the highest that is in him, that growing "light which lighteth every man coming into the world."

*We owe the reference to the footnote in Mr. Garnett's "Education for World Citizenship," a work of great nobility and power. [Cambridge University Press, 1921.]

III.

APPENDIX

The following is a list of text books in history and civics. Submitted for the consideration of the Committee through the courtesy of various publishing houses in England and Canada, and here published with brief comments by members of the committee.

While the list is by no means exhaustive, it may be regarded as representative of the available material. Educational authorities may therefore find it useful in preparing prescriptions for the schools.

THE NEW EDUCATOR'S LIBRARY
The Teaching of History pp. 101.

[Sir Isaac Pitman & Son]

This little book is for teachers, and is "pure gold." The following contributed each a chapter: C. Grant Robertson, The Rev. Canon Masterman, Prof. R. S. Rait, Prof. T. Stanley Roberts, Sir Sidney Low, J. R. V. Marchant, Mrs. Lilian Knowles, F. H. Hayward, M. W. Keatinge, Prof. P. N. New, E. A. Baker, J. H. Fowler, Miss H. M. Carr, H. J. Berry, Sidney Herbert, Prof. D. H. McGregor, Sir Stanley Leathes.

LYRA HEROICA—A Book of Verse for Boys
Selected by W. E. Henley pp. 303.

[MacMillan & Co.]

Needs no commendation.

CANADIAN CIVICS, by R. S. Jenkins. pp. 171. [The Copp Clark Co.]

THE YOUNG CANADIAN CITIZEN, by J. O. Miller [J. H. Dent & Sons]
Studies in Ethics, Civics and Economics pp. 181.

I SERVE, by George H. Green. pp. 132.
"A Handbook on Personal Service."

[A. & C. Black]

MY COUNTRY, by Grace A. Parkington. pp. 394. [Ginn & Co.]

A text book in civics and patriotism for young Americans. Perhaps the best American school book of the kind. Somewhat exuberant and characteristic, but written with not a little shrewdness and wisdom and semi-digested for actual class work routine.

THE PATRIOTIC READER, by Sir James Yoxall. pp. 218. [Cassell and Co.]
For Schools in the British Empire.

This little book is not perfunctory. It was inspired directly by the great war and carries over its memories. There is something peculiarly noble and wise in its treatment of patriotism and duty, and it skilfully tempts pupils far afield in their reading.

THE CITIZEN READER, by H. O. Arnold-Foster, Revised by Mrs. Arnold Foster, 1918. pp. 224. [Cassell and Co.]

An equally valuable book, rather more advanced. Both suit the public school.

CITIZENSHIP, by Shaw Desmond. [Hodder and Stoughton]

A good book, making a real appeal to intelligent men and women. pp. 141-26 (Chapter on Bolshevik Experiment) would require altering to-day, but the spirit of the book is high and catholic. There is occasional looseness in style and reference (e.g., p. 148, last sentence).

THE PRINCIPLES OF CITIZENSHIP, by Sir Henry Jones. [MacMillan & Co.]
pp. 180.

For adults. This is a fine philosophic book. The outcome of Sir Henry's activities as a lecturer to great audiences during the War. It belongs really to political philosophy.

THE STATE AND THE NATION, by Edward Jenks. [J. H. Dent & Sons]
pp. 312.

For more advanced readers. Especially valuable for teachers.

THE SPIRITUAL FOUNDATIONS OF RECONSTRUCTION, by F. H. Hayward and Arnold Freeman. pp. 223. [P. S. King, London]

A book possessing great interest for teachers interested in the philosophy of their craft.

THE COMPLETE CITIZEN, by Richard Watson. pp. 106. [J. H. Dent & Sons]

Well printed and illustrated. This excellent book is conceived on the principle of widening loyalties. It works outward from the house and its surroundings to state and government.

PRINCIPLES OF COMMERCIAL HISTORY, by Stephenson. pp. 269.

[Sir Isaac Pitman and Son]
A clear and good survey of the history of Commerce from the earliest times. Excellent illustrations, maps and charts. Test questions at the end of each chapter. Intended for senior pupils.

COMMERCIAL HISTORY, by Marchant. pp. 268. [Sir Isaac Pitman and Son]

Less attractively produced than the "Principles of Commercial History," but nevertheless a useful work. Contains numerous maps and illustrations.

OUTLINE OF INDUSTRIAL HISTORY, by Cressy. pp. 355 [MacMillan & Co.]

Emphasizes the scientific basis of modern industry; and shows how the social, economic and political problems of to-day have arisen as the result of the industrial revolution. An admirable study, especially useful for supplementary reading.

THE WORLD'S STORY, by O'Neil. pp. 547. [T. C. and E. C. Jack]

This volume is intended for children. It is beautifully printed and illustrated. The story of mankind is presented in such a way as to satisfy the natural curiosity of children and to stimulate their imaginations.

THE TALE OF THE NATIONS [Cassell & Co., Ltd.]

THE TALE OF THE TOWNS [Cassell & Co., Ltd.]

THE TALE OF PROGRESS [Cassell & Co., Ltd.]

THE TALE OF THE LAW [Cassell & Co., Ltd.]

These four volumes of Cassell's Educational Library cover the ground of human history, not chronologically but topically; actual tests have shown that young children understand and like these books.

THE GROWTH OF FREEDOM, by Nevison. [T. C. & E. C. Black, Limited]
pp. 94.

A strong statement of the doctrine of liberty.

INTRODUCTION TO WORLD HISTORY, by Short. pp. 248

[Hodder & Stoughton]

A vivid sketch of human history since the days of Palæolithic man, written in refreshingly informal style. Numerous references to original sources. The notes appended to Chapters 1 and 4 suggest valuable methods of historical study.

INTRODUCTION TO WORLD HISTORY, by Keatinge and Fraser. pp. 278.

[A. & C. Black]

In this work the amount of material commonly found in pre-war text books has been greatly cut down in order that the forces governing events may be brought into greater relief. The result is a clear and vivid picture of general historical development. Numerous sketch maps, and a fair number of illustrations especially connected with the earlier period.

OUTLINE OF WORLD HISTORY, by Sanderson. pp. 688. [Blackie & Son, Ltd.]
A conventional text book.

GENERAL HISTORY, by Myres. pp. 796. [Ginn & Co.]

An excellent example of the conventional type of text book. The material is carefully selected and presented under topical headings. Numerous illustrations.

A SHORT WORLD HISTORY, by Wilmot-Buxton. pp. 219. [Methuen & Co.]
A successful treatment of the field intended for senior pupils.

THE LIGHT OF HISTORY, by Spikes. pp. 244. [Hodder & Stoughton]

This book is written on the assumption that the pupil should make use of a good atlas in connection with his reading; and that the only time chart which is of any value is that which the pupil makes for himself. The conventional summaries, dates and cross references are missing.

THE TRADITION OF THE ROMAN EMPIRE, by Russell. pp. 280. [MacMillan & Co.]

THE GREAT EVENTS OF HISTORY, by Collier. pp. 413. [Thos. Nelson & Sons]

Interesting attempts to avoid the monotony of the conventional text book by the adoption of the topical method.

HISTORY, THE TEACHER, by Gould. pp. 132 [Methuen & Co.]

A most excellent and useful book for the teacher of history. Emphasizes the value of history in the scheme of education, and indicates methods by which it may be forcefully presented to the pupil.

STORIES FROM GREEK HISTORY, by Ethelwyn Lemon with pictures by Paul Woodroffe. pp. 115. [T. C. & E. C. Jack]

Six stories of Solon, Themistocles, Pelopidas, Epaminondas, Timoleon, Demosthenes and Alexander the Great. Interesting and suited to quite young children.

STORIES FROM ROMAN HISTORY, by Lena Dalkeith with pictures by Paul Woodroffe. pp. 120. [T. C. & E. C. Jack]

Fifteen stories of the "heroes of the greatest republic that ever was." Is a companion book to the above.

JULIUS CAESAR—SOLDIER, STATESMAN, EMPEROR, by Hilary Harding. pp. 91. [T. C. & E. C. Jack]

Suited to older students. Written with a certain distinction of style.

A HISTORY OF ROME (People's Books Series), by A. F. Giles. pp. 88. [T. C. & E. C. Jack]

A summary of Roman History to 330 A.D.

THE ROMAN CIVILIZATION, by A. F. Giles. pp. 88. [T. C. & E. C. Jack]
A companion volume to the History of Rome.

THE ONTARIO HIGH SCHOOL ANCIENT HISTORY, by G. W. Botsford. pp. 451. [The MacMillan Co. of Canada]

A text book covering both Greek and Roman History. Scholarly but unlikely to interest the student or to induce him to read history.

A JUNIOR HISTORY OF ROME TO THE DEATH OF CAESAR, by M. A. Hamilton. pp. 287. [Clarendon Press]

Index and maps. Clearly written, with little attempt to reconstruct traditional history; suited to secondary school requirements.

THE ANCIENT WORLD—THE EASTERN EMPIRE, GREECE, ROME, by Albert Malet, translated from the French by Phyllis Woodham Smith. pp. 312. [Hodder & Stoughton]

In three parts—1, the Eastern Empire; 2, Greece; 3, Rome.

THE TALE OF ANCIENT PEOPLES, by A. E. McKilliam. pp. 124.

[T. C. & E. C. Jack]

Seventeen tales suited to young children.

A HISTORY OF GREECE, by E. Fearenside. pp. 117. [T. C. & E. C. Jack]

A scholarly summary for older students. Two maps; no other illustrations. A useful bibliography.

A SHORT HISTORY OF ANCIENT TIMES FOR COLLEGES AND HIGH SCHOOLS, by Philip Van Ness Myers. pp. 372. [Ginn & Company]

372 pages, of which 70 are given to prehistoric times and Eastern nations. Carries history to 800 A.D. Many illustrations. Bibliography appended to each chapter.

ANCIENT TIMES; A HISTORY OF THE EARLY WORLD, by James Henry Breasted. pp. 715. [Ginn & Co.]

Profusely illustrated. Full bibliography. History of Greece begins at page 252. Material largely archaeological.

THE MAKING OF EUROPE, by Barker and Rees. pp. 392. [A. C. Black]

A geographical treatment of the historical development of Europe. This admirable book, while probably too advanced to be placed in the hands of the average high-school student, will be found exceedingly valuable to the teacher who believes in the use of geography to stimulate interest in modern history. There is a short section on the merieaval Europe and two long sections on modern Europe from the French Revolution to 1878, and economic Europe, 1878-1920. This last section is excellent and includes chapters on the Great Powers, World Problems, the Near East and the Middle East. The book contains nearly fifty sketch maps, the large majority of which could be reproduced on a black-board with very little trouble. The whole treatment is refreshingly novel.

A BRIEF SURVEY OF EUROPEAN HISTORY, by A. Hassall. pp. 374.

[Blackie & Son, Ltd.]

Mr. Hassall's well known gift of compression makes this book difficult reading for school children, but it would be valuable to the teacher for its bibliographies of the leading English, French and German authorities and as a reference book of assured accuracy.

THE RE-MAKING OF MODERN EUROPE, 1787-1878, by J. A. R. Marriott. pp. 241. [Methuen & Co.]

More than half the book deals with the French Revolution and the career of Napoleon, the later chapter with the making of modern France, Germany and Italy. The book is intended primarily for students just beginning the study of European history in the senior forms of schools and at universities. This, like all Mr. Marriott's books, is interestingly written and is not a textbook so much as an introduction to wider study.

A SURVEY OF MODERN HISTORY, by H. W. Hodges. pp. 263.

[Blackie & Son, Ltd.]

This book may be strongly recommended as providing just the kind of information needed by the average boy and girl for the study of the background of modern politics. The period that it covers starts with the Congress of Vienna and closes with the declaration of war, 1914. In addition to traversing the usual ground of German, French and Italian nationalization, the author has two chapters on Russia, three on the Near Eastern States and excellent sketches on the development of India, Egypt and the United States.

EUROPE SINCE NAPOLEON, by Levett. pp. 306. [Blackie & Son, Ltd.]

An outline, country by country; not over-burdened with detail; consciously emphasizing the bibliographical and omitting the diplomatic. The aim is to make the newspaper intelligible to young people who have had no opportunity of following European politics during a long period of years through the newspapers.

OUTLINES OF EUROPEAN HISTORY, by Robinson and Breasted. pp. 712.

[Ginn & Co.]

This long text-book is divided into two parts: 1, Earliest man, the Orient, Greece and Rome, by J. H. Breasted; and 2, Europe from the break-up of the Roman Empire to the opening of the Eighteenth Century, by J. H. Robinson. It is designed to cover a two-year course in high schools and preparatory schools. There are 29 maps, over 200 illustrations and bibliography by chapters. The chapter arrangement is topical and at the same time chronological, with three chapters out of twenty-eight devoted to English history.

A SHORT HISTORY OF MEDIAEVAL AND MODERN TIMES, by Myers. pp. 422.

[Ginn & Co.]

A high school text-book, being a companion volume to the author's better-known "Short History of Ancient Times," in the usual text-book form, by sections, headed sub-titles, etc. It does not seem to have been revised since 1906. Shorter than and somewhat akin in treatment to Robinson (q.v.). Its maps and bibliographies are unusually good, but the book is not altogether suitable for Canadian students, as it covers English history only in the general survey.

MEDIAEVAL AND MODERN TIMES, WITH SUPPLEMENT: THE GREAT WAR, by Robinson. pp. 790.

[Ginn & Co.]

A massive text-book dealing with the history of Western Europe from the dissolution of the Roman Empire to the present time. The arrangement is chronological and its form topical, with marginal paragraph headings. Numerous good maps and illustrations with careful explanatory legends add to the value of the book. The bibliography is adapted to the limitations of high-school and local public libraries. It could be best used in conjunction with the same author's "Readings in European History."

A SHORT SKETCH OF EUROPEAN HISTORY, by H. E. Marshall. pp. 238.

[A. C. Black]

For use by middle forms as an introduction to the study of European history, endeavouring to give succinctly the main factors which have gone to the forming and developing of the various European states from the fall of the Roman Empire to the Reformation. Fully half the book deals with the Middle Ages. It is brightly written, but as it is plainly intended to help English boys and girls through the international aspects of feudalism, the crusades, the Hundred Year's War, etc., it will hardly be as valuable to Canadian teachers as the second volume, which is now apparently in preparation.

SCENES FROM EUROPEAN HISTORY, by G. B. Smith. pp. 196.

[Edward Arnold]

No attempt at consecutive history is made, but the author has used excellent discretion in selecting personalities to illustrate various periods of history, e.g., 1550-1660 is covered by sketches of William the Silent, Henry of Navarre, Gustavus Adolphus and Richelieu. Historical Novels likely to appeal to boys, e.g., Dumas, Weyman, Scott and Rider Haggard, are suggested at the end of most chapters.

OUTLINES OF EUROPEAN HISTORY, 1789-1914, by G. B. Smith. pp. 26.

[Edward Arnold]

A hand-book of convenient length dealing with the national movements of the nineteenth century, beginning with the French Revolution. There is a conspicuous economy of detail and a good deal of generalization.

MAKERS OF EUROPE, by E. M. Wilmot-Buxton. pp. 257. [Methuen & Co.]

This book is widely used in the middle forms of English schools (18th edition, revised 1920). It covers the history of Europe from the rise of Greece to 1900, picking out the main movements for summarized but simple treatment.

THE MAIN STREAM OF EUROPEAN HISTORY, by Rev. Frederick Harrison. pp. 183. [Blackie & Son, Ltd.]

This sketch of the history of Europe from the fall of the Roman Empire is designed to place the Great War in its historical setting, and noticeable emphasis is laid on the history of Prussia and of the Eastern Question.

THE WORLD IN ARMS, by Susan Cunningham, with Diary of Events. pp. 171. [Edward Arnold]

A very readable account of the Great War, written in somewhat victorious mood. British efforts almost fill the stage, but otherwise the proportions are good, and reference is made to civilian activity. A few good photographic illustrations and four maps.

STORIES FROM THE CRUSADES, by J. H. Kilman. pp. 110.

Simply told stories for very junior pupils about Peter the Great, St. Louis and other heroes of the Crusades. Contains coloured illustrations and is beautifully printed. [T. C. & E. C. Jack]

COURS D' HISTOIRE DE FRANCE—SEPTIEME ANNEE. pp. 160. Les Soeurs de la Congregation de Notre Dame de Montreal.

[Granger Frères]
HISTOIRE DE FRANCE—SEPTIEME ANNEE, par A. L. de Brumath. pp. 140 [Granger Frères]

These chronological text-books of French history for use in the Province of Quebec consist of numerous very short sections, each followed by a questionnaire. The authors seem to favour memorization, and perhaps for this reason their methods do not find favour with the present reviewers.

OXFORD MANUALS OF ENGLISH HISTORY [Blackie & Son, Limited]

I.—C. G. Robertson: The Making of the English Nation; 55 B.C.-1135 A.D.

II.—W. H. Hutton: King and Baronage; 1135-1327.

III.—C. W. C. Oman: England and the Hundred Year's War; 1327-1485.

IV.—G. W. Powers: England and the Reformation; 1485-1603.

V.—G. H. Wakeling: King and Parliament; 1603-1714.

VI.—A. Hassall: The Making of the British Empire; 1714-1832.

VII.—A. Hassall: Modern England; 1832-1910.

Concise summaries of English history designed for senior classes studying special and limited periods in schools in England.

A SUMMARY OF BRITISH HISTORY, by Sanderson. [Blackie & Son, Ltd.]

A very useful set of notes on English History followed by shorter notes on Scotland, Ireland, Wales, India, etc., and on special subjects.

THE EXPANSION OF THE ANGLO-SAXON NATIONS. A Short History of the British Empire and the United States, by H. C. Barnard.

[A. & C. Black, Limited]
This book contains chapters on the history of the British Empire (to 1713), on British North America (since 1713), on the United States, on India (since 1713), on British Africa, on British Australasia, and on the smaller British possessions. The first and last chapters are written by the editor, each of the others by a resident in the area which is the subject of the chapter. A good introduction to the history of the United States and the Dominions which avoids the purely English angle of approach. Suitable for the upper forms in High Schools and for High School Libraries. It has 22 small maps.

A HISTORY OF ENGLAND; B.C. 55-A.D. 1918, by H. O. Arnold Forster (2 volumes. [Cassell and Company, Limited])

Superseded by more recent books.

CHAMBERS'S PERIODIC HISTORIES

Make a continuous survey of British History. Volume III. to 1066; IV., 1066 to 1485; V., 1485 to 1688, and VI., from 1688 to 1919.

These volumes are clearly and interestingly written and well supplied with illustrations. They form an attractive series for children of public school age, but are perhaps rather long for use in Canadian schools save as supplementary reading. They could well be included in public school libraries.

Book VII. contains a complete survey of British history. It is slightly more advanced in style and content and has more claim for consideration as a single volume text-book for public schools.

CHAMBERS: NEW SCHEME READERS ON THE CONCENTRIC PLAN, Books I. to IV.

Books I., II. and III. consist of Stories from British History, simply told and tolerably well illustrated. Designed as readers for the early grades of Public Schools.

Books IV., V., VI. and VII. are readers for English History, each covering the period from 55 B.C. to the present time. They are successively more advanced in style for the later years of the Public School. They might be included in Public School Libraries.

CHAMBERS: DRAMATIC HISTORY READERS

These Readers (Vol. I., *Early Days in England to 1066*; II., *In Norman and Plantagenet Times*; III., *In Tudor and Stuart Times*) contain stories from English History simply told, with illustrations. The outstanding feature of the readers, however, is the inclusion at the end of each section, of a short play based on the incident of that section. These plays could easily be performed by children of Public School age, for whom the books are designed, and the books would serve admirably as accompanying readers to be used for that purpose. There are useful suggestions for costume making, etc., at the end of each book and stage directions are included where necessary.

THE NEW WORLD HISTORY SERIES

[Collins Clear Type Press]

Book I.—To 1485, by E. Power.

Book II.—1485-1688, by M. G. Jones.

Book III.—1660-1815, by A. Gardner.

Book IV.—1815 to present day, by L. Hanson.

This new series, edited by Bernard L. Manning, is clearly printed and well illustrated. The books are simply written but are nevertheless sufficiently informative. The later volumes are more advanced in style and content than the earlier ones. The series tries, not without success, to bring the child "to close quarters with a few people, to let him see their clothes, walk in their houses, watch their games, hear their voices and wonder at their spelling" (Preface). A four-volume history is probably too lengthy for use as a text-book in the public schools, but these books could well be used for supplementary reading in the primary school and lower grades of high schools.

THE INTERMEDIATE HISTORY OF ENGLAND (2 Vols.), by W. J. Perry. [J. M. Dent & Sons, Limited]

Long and rather over-crowded with material. Hardly adapted for use in Canadian schools.

THE TEMPLE HISTORY READERS [J. M. Dent & Sons, Limited]

Book I. tells very simple stories from English history ranging from Alfred the Great to Victoria.

Book II. gives an outline—a little more advanced—of the early period of English history to the accession of Henry II.

Book III. describes the welding of the British Isles into one kingdom and

the building up of the British Empire. In Book IV. the history of England is treated by reigns. In both books the facts are simply stated. There is no special appeal to the historical imagination.

HISTORY OF ENGLAND AND WALES (2 Vols.), by Evans.

[The Educational Publishing Company, Cardiff]

A long work, rather over-crowded with detail, written specially for use in Welsh schools.

GRANT'S SYNOPSIS OF ENGLISH HISTORY. pp. 106.

[The Grant Educational Co., Glasgow]

A routine analysis, meant for home use, and vicious unless the pupil has made his own analysis first.

GRANT'S SELF HELP HISTORY SERIES. pp. 240.

[The Grant Educational Co., Ltd.]

1.—Old Britain and Early England; 55 B.C. to A.D. 1066. pp. 208.

2.—The Normans and Plantagenets (J. Ewing), 1066-1485. pp. 240.

Well written and illustrated.

GRANT'S SELF-HELP HISTORY

[The Grant Educational Co., Ltd.]

Three volumes of 250 pages each on the Tudors, Stuarts and Hanoverians. Interesting, well-illustrated political histories. For Canadian purposes it may be objected that the series is in too many volumes. It might, however, be included in High School libraries.

THE PEOPLE IN THE MAKING (to the introduction of printing), by S. Leathes, and **THE PEOPLE IN ADVENTURE** (to the French Revolution). A third volume, **THE PEOPLE ON ITS TRIAL**, in preparation.

This is an interesting interpretative work on English social and political history which should be valuable to the High School student and in any case useful to the teacher in the preparation of classes. Recommended for High School libraries.

OUR ISLAND STORY, by Marshall.

[T. C. and E. C. Jack, Limited]

A child's history of England in three volumes told simply in a series of stories. Possibly of use for class reading in public schools.

A BRIEF HISTORY OF ENGLAND (Nova Scotia School Series).

[A. and W. MacKinlay (Halifax)]

A short set of notes to 1872 followed by a summary of events between 1872 and 1919.

BRITAIN AND GREATER BRITAIN IN THE SIXTH CENTURY, by E. A. Hughes.

[The MacMillan Co. Ltd.]

The first part deals with Great Britain; the second part with the Dominions, India and Egypt. A good book designed for upper classes in secondary schools in England and for the general public. A study of only one century of English history is hardly adapted for the purposes of our schools but, for teachers, the book would serve as a useful introduction to the 19th century.

GREAT BRITAIN IN THE LATEST AGE, A. S. Turberville and F. A. Howe, pp. 342.

[John Murray]

An excellent work. Highly valuable reading for mature pupils in High Schools.

A HISTORY OF ENGLAND, by Cyril E. Robinson.

[Methuen]

Volume I.—To 1485.

Volume II.—1485 to 1688.

This four-volume history of England is on a scale rather larger than that of most books submitted for review. It is clearly, interestingly and smoothly written, has some maps and a very few illustrations.

PEOPLE'S BOOKS

[T. C. & E. C. Jack]

Hearnshaw, *England in the Making* (before 1066).

O'Neill, *England in the Middle Ages* (1066-1485).

Waugh, *The Monarchy and the People* (1485-1689).

Jones, *The Industrial Revolution* (1689-1837).

Veitch, *Empire and Democracy* (1837-1913).

Five short volumes covering the history of England. Written for adult reading rather than for schools. Might be included in high school libraries.

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Book IX. presents in a form attractive to children the story of human history as a whole.

ALLIES, FOES AND NEUTRALS, by Sir Edward Parrott. pp. 384.

A first sketch for pupils between eleven and fifteen years of age covering European History from Pericles to the eve of the Great War. The author selects fifty land marks likely to stimulate a further interest in the subject. Reference is given to books of historical tales for particular periods. There are numerous excellent illustrations and clear maps.

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pp. 360.

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pictures and large printing suitable (like the subject matter) for reading by very young students, deal with famous incidents in European history.

FINGER POSTS OF BRITISH HISTORY [Thomas Nelson & Sons, Limited]

A useful reference book covering the whole of British History to 1908, containing tables of leading events and topical summaries.

A SCHOOL HISTORY OF ENGLAND, by C. R. L. Fletcher and Rudyard Kipling. [Oxford, The Clarendon Press]

A short and very interesting book with an appeal to the imagination. It contains a good deal of verse by Rudyard Kipling. The well-known views of the authors are not aggressively asserted. The maps, drawings and coloured plates are very good. In appearance it is much superior to the ordinary text-book. Recommended for higher grades in public schools and lower grades in high schools, and where other text-books are used, for school libraries.

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[Oxford University Press]

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INDUSTRIAL HISTORY OF GREAT BRITAIN, by Evans.

[The Educational Publishing Company, Cardiff]

A short social history suitable for high school libraries and supplementary reading.

A SOCIAL AND INDUSTRIAL HISTORY OF ENGLAND

[Collins]

Before the Industrial Revolution—M. Dormer Harris. pp. 225.

do. Modern Times—E. Welbourne, M.A. pp. 212.

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SOCIAL LIFE IN ENGLAND THROUGH THE CENTURIES, by H. R. Wilton Hall. pp. 200. [Blackie and Son]

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Brief and good.

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This book is published in one volume and also in three parts. It is one of the Social histories which make a useful supplement to the political history text-book. Recommended for school libraries.

HOW CANADA IS GOVERNED, by Sir John Bourinot, revised edition [Copp, Clark Co.]

The teacher should use this book in connection with classes in civics.

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THE STORY OF THE CANADIAN PEOPLE, by David M. Duncan [The MacMillan Co.]

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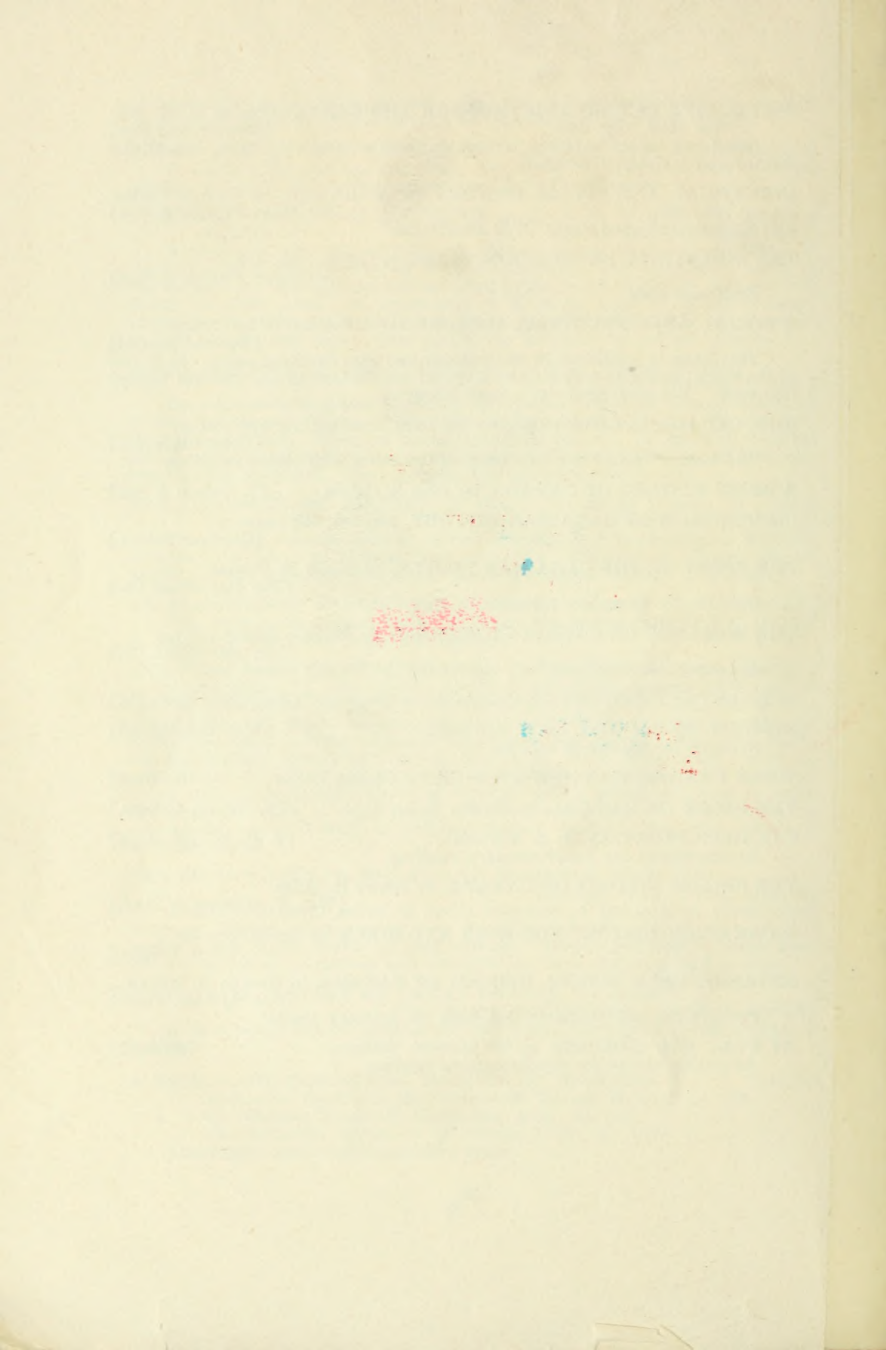
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